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ABSTRACT

An evaluation of the fourth year of funding of the Career Awareness Program (Project CAP) by Title VII of the Elementary and Secondary Education Act is presented. Project CAP provided instruction and support services to Chinese-speaking students (n=285), grades 5 through 9, at 2 intermediate schools in New York City, I.S. 73 in Queens and I.S. 131 in Manhattan. Most students were designated limited English proficient, but a few were English proficient. The program also provided bilingual career awareness classes, staff and curriculum development, and parental involvement activities. The project sought to increase program students' attendance rate and to encourage students to stay in school by familiarizing them with opportunities available to high school graduates. Participating students received instruction in English as a Second Language (ESL) and in the content areas, although Native Language Arts (NLA) instruction was provided in I.S. 131 only. Students also enrolled in bilingual classes in career awareness and computer skills. The program offered a variety of supplemental services, including career counseling, tutoring, field trips, and individual advisement. Project CAP also conducted activities for staff and curriculum development and parental involvement. Project CAP met its objectives for ESL, NLA, career awareness, and field content area objective. (BHK)

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OREA Report

CAREER AWARENESS PROGRAM
(PROJECT CAP)
Grant Number: G008525048

1989-90

FINAL EVALUATION REPORT

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FINAL EVALUATION REPORT

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8/90

CAREER AWARENESS PROGRAM
(PROJECT CAP)
1989-90

SUMMARY

- Project CAP was fully implemented. During the 1989-90 school year, participating students received instruction in English as a Second Language (E.S.L.), Native Language Arts (N.L.A.), content area subjects, and career awareness taught bilingually. The project also provided support services, staff and curriculum development, and activities for parental involvement.

- Project CAP met its objectives for E.S.L., N.L.A., career awareness, field trips, staff development, curriculum development, and parental involvement. The project did not meet its attendance objective, and only partially met its content area objective.

The Career Awareness Program (Project CAP) completed its fourth year, the first year of a two-year extension of funding under Title VII of the Elementary and Secondary Education Act (E.S.E.A.). The project served 285 Chinese-speaking students at I.S. 73 in Queens and I.S. 131 in Manhattan. Most of the students were of limited English proficiency (LEP) but a small number were English proficient (EP).

The project provided instruction in E.S.L., N.L.A., and in the content areas. Students also took bilingual classes in career awareness and computer skills. The program offered a variety of supplemental services, including career counseling, tutoring, field trips, and individual advisement. Project CAP conducted activities for staff and curriculum development and parental involvement.

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I. INTRODUCTION

This report documents the Office of Research, Evaluation, and Assessment's (OREA's) evaluation of the fourth year of funding of the Career Awareness Program (Project CAP) by Title VII of the Elementary and Secondary Education Act (E.S.E.A.). Project CAP provided instruction and support services to Chinese-speaking students at two intermediate schools, I.S. 73 in Queens and I.S. 131 in Manhattan. Most students were designated limited English proficient (LEP), but a few were English proficient (EP). The program also provided bilingual career awareness classes, staff and curriculum development, and parental involvement activities. The project sought to increase program students' attendance rate and encouraged students to stay in school by familiarizing them with opportunities available to high school graduates.

PARTICIPATING STUDENTS

Project CAP served 285 students, 41 more than in the previous year. At I.S. 73, the project served 120 students in grades five through eight. Students came from China, Taiwan, and Hong Kong. Most target students had received basic education prior to their immigration and were at grade level in Chinese, their native language. At I.S. 131, the program served 165 students, all of whom were in grade nine. Over 90 percent of these students came from south China and spoke Cantonese and Fukian. Most students were below grade level, although they had up to two years of education in their home country. Most project

students came from low-income families and worked after school to contribute to the family income.

STAFF

Project staff consisted of a project director, two resource specialists, two educational assistants, and a secretary. All worked full-time and spoke at least one dialect of Chinese in addition to English.

II. IMPLEMENTATION

Students who scored below the 40th percentile on the English version of the Language Assessment Battery (LAB) and a few English proficient Chinese-speaking students were eligible for the program. Recommendations from counselors and other staff, school records, and personal interviews guided student placement.

The project offered one period of E.S.L. instruction a day at one site and four at the other. A core course, taught with E.S.L. methodology and offered two periods daily, familiarized project students at I.S. 131 with American culture. Students at I.S. 131 also took Chinese native language arts (N.L.A.) and bilingual content area courses. At I.S. 73 students enrolled in content area courses taught with E.S.L. methodology and the project offered a computer skills course and a bilingual career awareness class.

The project invited guest speakers, arranged field trips, and provided counseling and advisement services. It also

conducted activities for staff and curriculum development and offered workshops for parents.

III. OUTCOMES

INSTRUCTIONAL

English as a Second Language

- The target students will demonstrate an appropriate increase in English language proficiency as indicated by statistically significant gains on the Language Assessment Battery (LAB) or the Degree of Reading Power (D.R.P.) test.

Matching data on the LAB were available for 62 students. The mean gain was 5.5 Normal Curve Equivalents (N.C.E.s) (s.d.=11.7), and analysis indicated a significant ($p<.05$) improvement between pretest and posttest.

The project met its E.S.L. objective.

Native Language Arts

- At least 70 percent of the participating students will show significant gains in Native Language Arts as indicated by the final course grade.

Only students in I.S. 131 were enrolled in N.L.A. classes. All students enrolled (N=90) earned passing grades of at least 65. Participating students therefore showed significant gains in N.L.A. and Project CAP met its object.

Content Area Classes

- At least 70 percent of the students enrolled in mathematics, science, social studies, and computer skills courses will score at or above the passing criterion of 65 on their final course grades.

At least 89 percent of the students in the content area classes of mathematics, science, and social studies achieved a

final passing grade of 65 or better. Only 67 percent of the students in computer skills courses obtained final passing grades of at least 65. (See Table 1.) The project partially met its content area objective.

TABLE 1

Student Achievement in Content Area Courses

Subject	Number of Students	Percent Passing
Mathematics	189	89.4
Science	187	90.9
Social Studies	189	94.7
Computer Skills	21	66.7

- No less than 89 percent of the program students in mathematics, science, and social studies classes achieved a final grade of at least 65.

NONINSTRUCTIONAL ACTIVITIES

Attendance

- Project students' attendance will be significantly higher than that of mainstream students as indicated by school attendance record.

Although there was no significant difference between program and mainstream students' attendance rates it should be noted that mainstream attendance rates were unusually high. (See Table 2.) Project students' attendance rates were higher than those of mainstream students, though not significantly so. Project CAP did not meet its attendance objective.

TABLE 2

Attendance Rates of Program and Mainstream Students by School

School	Program		Mainstream
	Number of Students	Percent Attendance	Percent Attendance
I.S. 73	72	97.0	91.7
I.S. 131	56	97.0	92.9

- There were no significant differences between the attendance rates of program and mainstream students.

Career Awareness

- The program will organize at least one conference for students in which representatives of business and industry will present information on career options and skill requirements.

The project organized a career seminar at which representatives from an insurance company and a real estate agency spoke about the job market in their fields. Various workshops throughout the year provided further career information. The project met its career awareness objective.

Field Trips

- The program will organize at least four field trips to cultural centers and business sites to increase students' familiarity with American culture and with the world of work.

The project sponsored educational field trips to the South Street Seaport, the New York Hall of Science (a hands-on science museum), and the American Museum of Natural History. Career-oriented field trips included career conferences and a trip to the New York Stock Exchange. The project met its field trips objective.

Staff Development

- Program staff members will participate in teacher training conferences and workshops.

Project CAP staff attended a variety of workshops and conferences, including a Bilingual Pupil Service Workshop at Bank Street College and a Professional Renewal Seminar in Multicultural Counselor Leadership. The project met its first staff development objective.

- Program staff members will enroll in at least one university course each semester as indicated by registration records.

Two staff members enrolled in relevant university courses. Since the objective was not specific about the number of staff which would enroll in courses, the project met its second staff development objective.

Curriculum Development

- By the end of the project year, the resource specialists will have developed three resource manuals on career awareness for teachers and students.

Resource specialists developed a resource handbook and a Chinese career education handbook, both in Chinese. Staff also helped compile and edit three books including: "Planning for High School Handbook" (in Chinese); "Chinese Culture Contest Winner's Essays"; and "Chinese Heritage and Culture," a resource book. The project met the curriculum development objective.

Parental Involvement

- The program will offer workshops to parents of the target population.

At I.S. 73, the project offered weekly E.S.L. classes to

parents. Eight to 15 parents attended. The project also held bi-monthly parental workshops which addressed topics of interest. Project staff arranged for parents to attend the citywide Chinese Parents' Conference on Bilingual Education Policy and to accompany their children to the Third Annual Career Seminar. The project met its parental involvement objective.

IV. CONCLUSIONS AND RECOMMENDATION

Project CAP served LEP and EP Chinese-speaking students in grades five through nine at two intermediate schools, one in Manhattan and one in Queens. Participating students received instruction in E.S.L. and in the content areas. There was N.L.A. instruction in I.S. 131 only. Students also enrolled in bilingual classes in career awareness and computer skills. The program offered a variety of supplemental services, including career counseling, tutoring, field trips, and individual advisement. Project CAP conducted activities for staff and curriculum development and parental involvement.

Project CAP met its objectives for E.S.L., N.L.A., career awareness, field trips, staff development, curriculum development, and parental involvement. The project did not meet its attendance objective, and only partially met its content area objective.

The project's strength lay in its emphasis on career awareness and its array of career-oriented extracurricular activities.